



A rectangular, white-painted metal sign with intricate embossed floral and scrollwork patterns. The sign is mounted on a dark, weathered wooden wall. The word "WELCOME" is written in a bold, black, serif font across the center of the sign. The sign shows signs of age and wear, with some rust and discoloration, particularly at the corners and along the edges. The background consists of horizontal wooden planks with a prominent grain and some staining.

WELCOME



Welcome to  
country



Health and Wellbeing



Version 1.0

Accredited in November 2019 for teaching at Stage 1 from 2021. This subject replaces Stage 1 Health. Editorial changes may be made during the implementation process.

Explore the Stage 1 subject outline for Health and Wellbeing below. This is considered critical reading.

To print the entire subject outline, access the [print-friendly version](#).

In this section...

Subject description



Capabilities



Aboriginal and Torres Strait  
Islander knowledge, cultures, and  
perspectives



Learning requirements



Content



Evidence of learning



Assessment design criteria



School assessment



Performance standards



## Health and Wellbeing (from 2021)

Develop the knowledge, skills and  
capabilities required to explore and understand  
and make decisions regarding health and  
wellbeing. They consider the role of health and wellbeing  
in different contexts and explore ways of promoting  
positive outcomes for individuals, communities and global



Documents

No files to display.

In this section...

Stage 1

Access the Stage 1 subject outline, download  
learning and assessment plans, get resources for  
assessment types, and plan ahead with key


Stage 2

Access the Stage 2 subject outline, download  
learning and assessment plans, get resources for  
assessment types, and plan ahead with key  
dates.

Links and resources

A collection of resources to help you teach Health and  
Wellbeing. Updated as the year progresses.

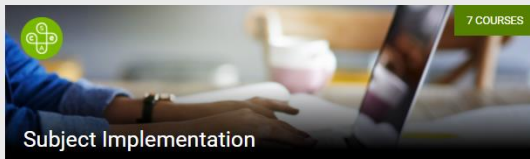
# Website



Ice breaker  
activity



New Courses!



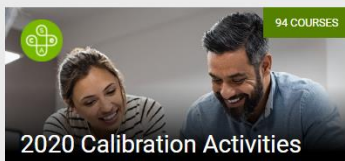
Subject Implementation



Teaching and Coordinating the SACE



Stage 1 Clarifying



2020 Calibration Activities



**prescient**  
EMPOWERING EDUCATORS

Check out our new Professional Learning opportunities!



**Stage 1 and Stage 2 Health and Wellbeing – Online Implementation Course**



Why subject implementation? >



Stage 1 and Stage 2 Health and Wellbeing subject overview >



Pedagogical approaches >



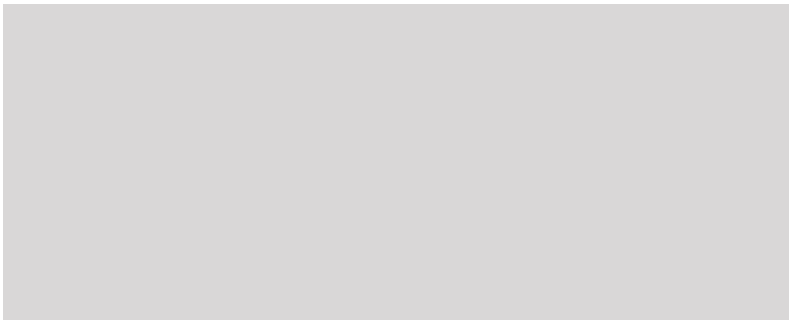
Extending capabilities >



Sample learning and assessment plan(s) >



Sample task sheet(s) >



# Contemporary Issues

In the 2019 Mission Australia Youth Survey what were the top 3 most important issues as ranked by adolescents. **Discuss in your table groups....**

- Crime, safety & violence
- Alcohol & Drugs
- The economy and financial matters
- Equity & discrimination
- Bullying
- The environment
- Homelessness/housing
- Employment
- Politics
- Mental Health



# Contemporary Issues

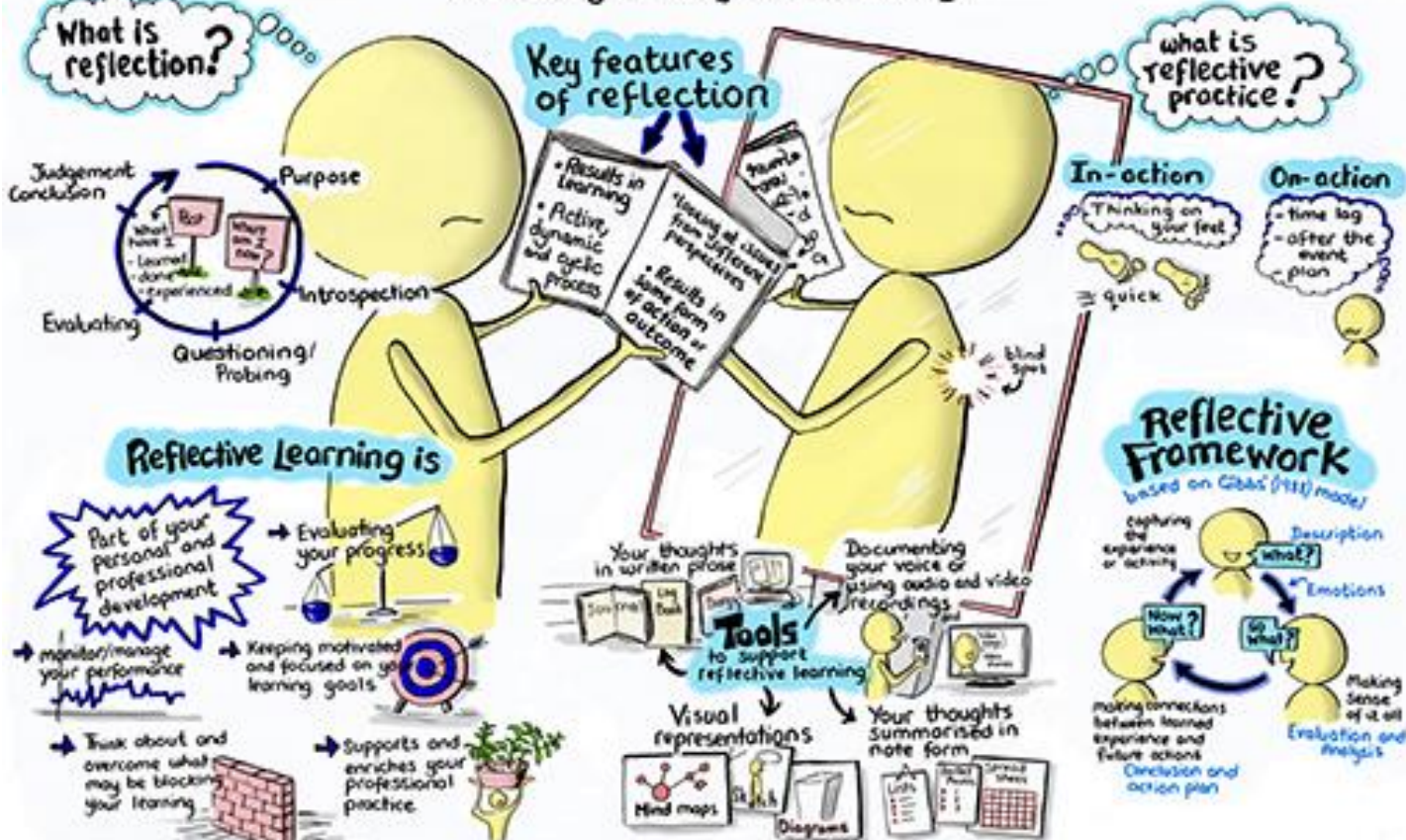
Table 7.9: Most important issues in Australia today

	National 2019 %	SA 2019 %	Females %	Males %	SA 2018 %	SA 2017 %
<b>Mental health</b>	<b>36.2</b>	<b>34.7</b>	<b>38.8</b>	<b>30.6</b>	<b>40.1</b>	<b>29.8</b>
<b>The environment</b>	<b>34.2</b>	<b>30.0</b>	<b>34.8</b>	<b>24.8</b>	7.4	8.1
<b>Equity and discrimination</b>	<b>24.8</b>	<b>28.1</b>	<b>31.4</b>	<b>24.7</b>	<b>24.8</b>	<b>25.5</b>
Alcohol and drugs	20.8	21.0	19.1	23.4	<b>27.9</b>	<b>31.0</b>
The economy and financial matters	14.5	15.6	14.5	16.9	11.6	15.5
Bullying	11.8	12.4	14.7	10.4	20.0	13.1
Crime, safety and violence	12.2	11.4	12.1	10.4	12.0	9.4
Politics	10.9	10.6	8.4	12.7	5.1	7.1
Employment	7.6	10.5	9.7	11.3	11.4	16.6
Homelessness/housing	7.9	8.6	8.9	8.1	7.7	7.3

Note: Items are listed in order of SA frequency.

# Reflective Learning and Practice

Succeeding in Postgraduate Study



# Reflective Practice

## **What is Reflective Practice?**

It involves integrating activities into daily life on a routine basis which raise awareness, prompt critical analysis and aid self-management and decision-making.

# Reflective Practice Initial Activity

1. Learning to pay attention, **listening to ourselves**
2. Coming face-to-face with **our assumptions**
3. Noticing **patterns**
4. **Changing what we see**
5. Changing the **way we see**



Global context

OECD's How's Life? reveals improvements in well-being but per...

Watch later Share



**OECD's How's Life? reveals improvements in well-being but persistent inequalities**

# Global context activity



How would you approach incorporating the global context into Stage 1 and Stage 2 Health and Wellbeing ?

# Global context

OCED: The Organization for Economic Cooperation and Development :  
*How's Life? 2020 Measuring Well-being*

WHO: World Health Organisation : The Ottawa Charter for Health Promotion

United Nations : Sustainable Developmental Goals

UNICEF : <https://www.voicesofyouth.org/> - Voice of Youth

UNESCO : papers relating to Health and Wellbeing



# Overview of Changes



# Discussing changes

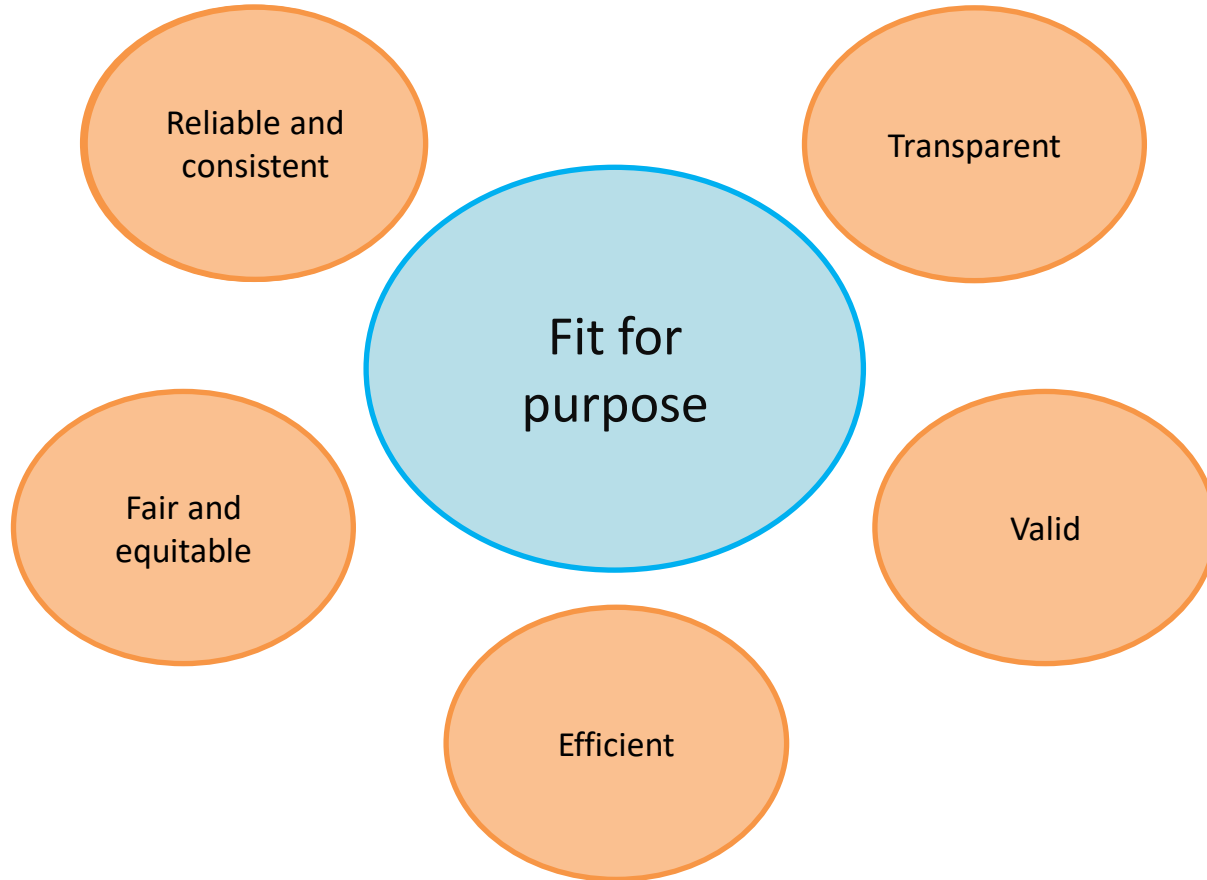
01

Exciting opportunities

02

Concerning or  
intimidating aspects

# Good Assessment



# Good Assessment

Reliable and  
consistent

Transparent

Fit for  
purpose

Fair and  
Equitable

Valid

Efficient

# Conceptualizing and designing



ASSESSMENT TYPE



ASSESSMENT TYPE  
FEATURES AND  
FLEXIBILITIES



CONCEPTS AND  
CONTEXT



ASSESSMENT DESIGN  
CRITERIA AND SPECIFIC  
FEATURES



ASSESSMENT  
CONDITIONS: WORD  
COUNT OR TIME LIMITS



STUDENT EVIDENCE

# Student Evidence



Research Paper



Debate



Individual or Group Presentation



Exhibition



Podcast



Movie clip

# Assessment Task Review

Stage 1 Health and Wellbeing - AT2: Issue Inquiry

**Task : COVID-19**

## **Description of the task:**

Investigate the impact of COVID-19 on society. Present your findings.

## **Assessment Conditions:**

The task can be presented as a written report or as an oral or multi modal.

## **Assessment Design criteria:**

- Critical Thinking
- Reflection

# Assessment task design



Understanding the Performance Standards



What key words and vocabulary in the performance standards do students need to understand in Health and Wellbeing ?



Does the vocabulary in your task match the achievement expected at the highest grade level?



# Performance Standards record

## Empathy

- The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner

<https://www.merriam-webster.com/dictionary/empathy#note-1>

## Ethics

- a set of moral principles : a theory or system of moral values
- the principles of conduct governing an individual or a group
- a set of moral issues or aspects (such as rightness)
- moral principles that govern a person's behaviour or the conducting of an activity.

<https://www.merriam-webster.com/dictionary/ethic#note-1>

## Create:

- to make or produce
- to make or produce (something) : to cause (something new) to exist. : to cause (a particular situation) to exist. : to produce (something new, such as a work of art) by using your talents and imagination.

<https://www.merriam-webster.com/dictionary/create>



Questions



# Reflective Practice

# Reflective Practice

Health and Wellbeing assessment design criteria for reflective practice:

RP1 – personal reflection on health and wellbeing trends and issues in individual, local, or global contexts.

RP2 – evaluation of personal and social action through reflective practice

## Stage 1 – A standard

### Reflective Practice

Astute personal reflection on health and wellbeing trends and issues in individual, local, or global contexts.

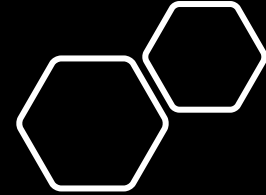
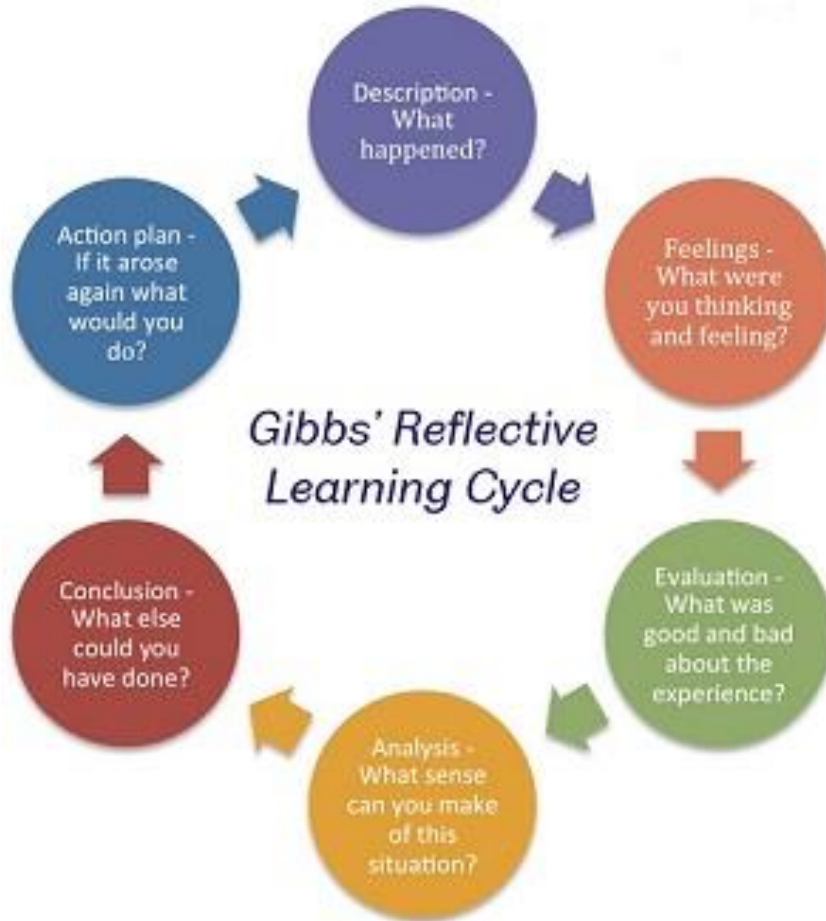
Perceptive evaluation of personal and social action through critically reflective practice.

## Stage 2 – A standard

### Reflective Practice

Astute personal reflection on health and wellbeing trends and issues in individual, local, or global contexts.

Perceptive evaluation of personal **and/or** social action through critically reflective practice.



# Health and Wellbeing



Opportunity to consider, explore and develop individually or collaboratively :



Stage 1 Learning and Assessment Plan



Stage 1 Assessment task



Stage 2 Learning and Assessment Plan



Stage 2 Assessment task



## Stage 2 : External Task 3 : Inquiry

- Students independently research a **contemporary health and wellbeing issue**.
- Develop a question or hypothesis about an issue
- Investigate and analyse the issue
- Make recommendations about the issue
- Use a variety of sources of information from different perspectives to form their conclusions.
- The inquiry should be a maximum of 2000 words if written, or a maximum of 12 minutes if in oral or multi modal format
- The following specific features of the assessment design criteria are assessed : critical thinking – CT1,CT3 and reflective practice – RP1 , RP2

# Reflective Practice Concluding Activity

1. Learning to pay attention, **listening to ourselves**
2. Coming face-to-face with **our assumptions**
3. Noticing **patterns**
4. **Changing what we see**
5. Changing the **way we see**



# Resources



**What resources do you use with your students in the health classroom to support learning and promote discussion?**

<https://answergarden.ch/1493882>



**THANK  
YOU**